

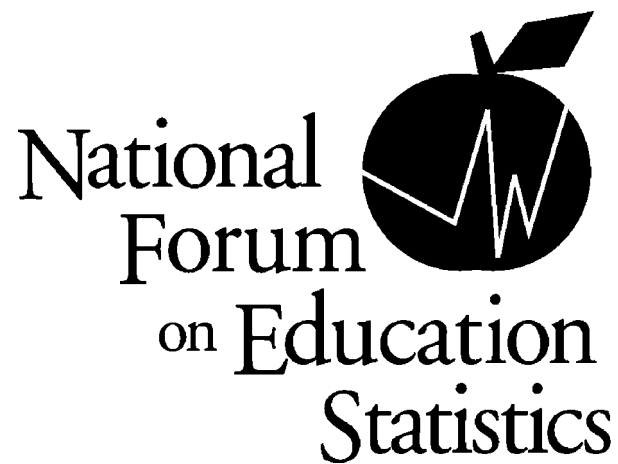
**NCES Forum and Summer Data Conference**  
*Common Data, Common Goals*  
July 22-26, 2002 • Washington, DC



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## **Forum Agenda**

**Washington, DC  
July 21-24, 2002**

**<http://nces.ed.gov/forum>**

**National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education**



## Forum Agenda

**SUNDAY, JULY 21, 2002**

**Pre-Forum Task Force Meetings: Only members of the task forces are requested to attend Sunday and Monday meetings.**

1:30 – 5:00      **Task Force Meetings**

**MONDAY, JULY 22, 2002**

7:30 – 5:00      **Registration**      Promenade

7:30 – 8:30      **Continental Breakfast**      East



8:30 – 12:00      **Task Force Meetings**

12:00 – 1:15      **Lunch on your own**  
Steering Committee Working Lunch      Maryland

1:15 – 3:00      **Task Forces Reconvene**



**Early Bird Special**  
*For non-Forum Attendees*

Everything You Wanted to Know About  
the NCES Web Site But Were Afraid to Ask  
*Gerald Malitz, National Center for Education Statistics*

Senate

3:00 – 3:15      **Break**      East



3:15 – 5:00      **New Members' Orientation**      Georgia



**E-Mail Café**

7:30 – 5:00



East



# Forum Agenda

**TUESDAY, JULY 23, 2002**

7:30 – 5:00      **Registration**      Promenade

7:30 – 8:30      **Continental Breakfast**      East

## Cyber Café

7:30 – 5:00

East



**Computer Bank**      7:30 – 5:00  
**Publication Mailing Service**      9:50 – 5:00  
**Demonstrations**      2:00 – 5:00

**Room Closed for Opening Session**

8:30 – 10:00      **Opening Session**      Ballroom

8:30 – 8:50      **Welcome, Introductions, and Review of Agenda**

*Lavan Dukes, Forum Chair*

*Florida Department of Education*

8:50 – 9:10      **National Center for Education Statistics Updates**

*Gary Phillips, Deputy Commissioner*

*National Center for Education Statistics*

9:10 – 9:50      **Beyond Bits and Bytes: Why You Should be Interested in SIF**

*Roy Herrold and Judith Barnett, Central Susquehanna Intermediate Unit*

9:50 – 10:00      **Safety in Numbers: Crime, Violence and Discipline Handbook**

*Annette Barwick, Hillsborough County Public Schools*

*William Smith, Sioux Falls School District*

10:00 – 10:10      Break

10:10 – 12:00      **Standing Committee Meetings**

National Education Statistics Agenda Committee

*Bethann Canada, Virginia Department of Education*

State

Policies, Programs, and Implementation

*Ronald Danforth, New York State Education Department*

South Carolina

Technology, Dissemination, and Communication

*Blair Loudat, North Clackamas School District*

Rhode Island

# Forum Agenda

<b>TUESDAY, JULY 23, 2002</b>
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12:00 – 1:15    **Lunch on your own**

1:15 – 4:00    **Standing Committees Reconvene**

4:00 – 5:00    **Steering Committee Meeting**

Maryland



# Forum Agenda

**WEDNESDAY, JULY 24, 2002**

7:30 – 5:00      **Registration**      Promenade

7:30 – 8:30      **Continental Breakfast**      East

## Cyber Café

East



**8:00 – 11:00**

**Computer Bank, Publication Mailing Service, Demonstrations**  
**Room closed for Closing Session**



8:30 – 11:00      **Standing Committee Meetings**

National Education Statistics Agenda Committee      State  
*Bethann Canada, Virginia Department of Education*

Policies, Programs, and Implementation      South Carolina  
*Ronald Danforth, New York State Education Department*

Technology, Dissemination, and Communication      Rhode Island  
*Blair Loudat, North Clackamas School District*

11:00 – 12:15      **Closing Session of the National Forum on Education Statistics**      Ballroom

11:00 – 11:20      **Office of Educational Research and Improvement (OERI) Updates**  
*Grover J. Whitehurst, OERI Assistant Secretary*

11:20 – 12:15      **Standing Committee Reports**  
National Education Statistics Agenda Committee  
*Bethann Canada, Virginia Department of Education*  
  
Policies, Programs, and Implementation  
*Ronald Danforth, New York State Education Department*  
  
Technology, Dissemination, and Communication  
*Blair Loudat, North Clackamas School District*

# Forum Agenda

**WEDNESDAY, JULY 24, 2002**

## **Task Force and Working Group Reports**

Technology in Schools

*Tom Ogle, Missouri Department of Elementary and Secondary Education*

Basic Finance Data Elements

*Linda Champion, Florida Department of Education*

Facilities Maintenance

*Roger Young, Haverhill Public Schools*

Protecting the Privacy of Student Records

*Dennis Powell, Illinois State Board of Education*

School Facility Data Elements

*Patricia Murphy, Utah State Office of Education*

Guidelines for Data Quality

*Blair Loudat, North Clackamas School District*

Performance Indicators

*Steven King, Wyoming Department of Education*

Web Standards

*Joseph Pangborn, Rhode Island Department of Education*

## **Election of New Officers**

12:15

**Adjourn**

12:15 – 1:15

**Steering Committee Working Lunch**

Maryland



# **STATS-DC 2002**

*Common Data, Common Goals*

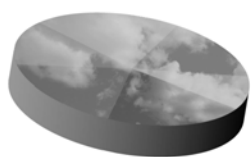
## **Summer Data Conference Agenda**

**Washington, DC  
July 24-26, 2002**

<http://nces.ed.gov/conferences>

**National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education**





# STATS-DC 2002

## *Common Data, Common Goals*

### Summer Data Conference Agenda

WEDNESDAY, JULY 24, 2002

7:30 – 5:00      **Registration**      Promenade

7:30 – 8:30      **Continental Breakfast**      East

#### Cyber Café

East



**Computer Bank, Publication Mailing Service, Demonstrations**

**8:00 – 5:00**

**Room closed for opening session of the Data Conference**



9:00 – 12:00      **Training Sessions**

Common Core of Data: New Coordinator Training  
*John Sietsema and Beth Young*  
*National Center for Education Statistics*  
*Michael Freeman, Dell Gray, Terri Kennerly, Julia Naum,*  
*and Jane Moy Thomas*  
*U.S. Bureau of the Census*

Senate

CCD Fiscal Training  
*Frank Johnson, National Center for Education Statistics*  
*Eunice Ave, Lawrence MacDonald, and Sharon Meade*  
*U.S. Bureau of the Census*

Chinese

1:15 – 2:15      **Opening Plenary Session**

#### **Introduction of Speaker**

*Lee Hoffman, Program Director*  
*Elementary/Secondary Cooperative System and Institutional Studies*  
*National Center for Education Statistics*



Ballroom

**WEDNESDAY, JULY 24, 2002**

**Reporting for No Child Left Behind: What's the Impact on Education?**

*Dr. Tom Houlihan, Executive Director, Council of Chief State School Officers*

*Dr. Mary Yakimowski-Srebnick, Research, Evaluation and Accountability Officer  
Baltimore City Public Schools*

2:30 – 5:30

**Training Session**



CCD Non-Fiscal Training

*John Sietsema and Beth Young*

*National Center for Education Statistics*

*Michael Freeman, Dell Gray, Terri Kennerly, Julia Naum,  
and Jane Moy Thomas*

*U.S. Bureau of the Census*

Chinese

2:30 – 3:20

**Concurrent Session I**

I-A

Using a Data Warehouse to Improve Student Achievement  
Through Staff Development

*Richard Timbs, Erie 2-Chautauqua-Cattaraugus BOCES*

*Peter Rooney, New York State Regional Information Centers*

*Shawn Bay, eScholar*

Senate

I-B

What We Know and What We Need to Know About Competition,  
Vouchers, and Charter Schools

*Dominic Brewer, RAND*

State

I-C

NCES School District Demographics System (Part I)

*Tai Phan, National Center for Education Statistics*

*Joe Collins and Murali Ramassamy*

*Pinkerton Computer Consultants*

Rhode Island

I-D

School District Resource Allocation and Student Performance:  
Methodology, Findings, and Policy Implications

*Lotte Smith-Hansen and Cindy Schneider*

*Charles A. Dana Center, The University of Texas at Austin*

*Zena Rudo, Southwest Educational Development Laboratory*

Pennsylvania


I-E

Going “AYP” Over Small Groups: Confidentiality  
and Reliability Solutions

*Glynn Ligon, Evaluation Software Publishing*

South Carolina

## WEDNESDAY, JULY 24, 2002

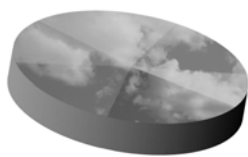
I-F	Collecting and Using Crime, Violence and Discipline Incident Data to Make a Difference in Schools <i>Annette Barwick, Hillsborough County School District</i> <i>Bill Smith, Sioux Falls School District</i> <i>Bunny Mack, South Carolina State Department of Education</i> <i>Susan Meston, Muskegon Area Intermediate School District</i> <i>Linda Rocks, Bossier Parish School Board</i> <i>Brad James, Vermont State Department of Education</i> <i>Ghedam Bairu, National Center for Education Statistics</i> <i>Irene Hantman, Westat</i>	Virginia
3:20 – 3:30	Break 	
3:30 – 4:20	<b>Concurrent Session II</b>	
II-A	Data Driven Decision Making: What is Knowable for School Improvement? <i>Philip Streifer, University of Connecticut</i>	Senate
II-B	The Texas Cost-of-Education Index Study (Part I) <i>Harrison Keller, The University of Texas at Austin</i> <i>Lori Taylor, Federal Reserve Bank of Dallas</i> <i>Dennis Jansen and Timothy Gronberg, Texas A &amp; M University</i>	State
II-C	NCES School District Demographics System (Part II) <i>Tai Phan, National Center for Education Statistics</i> <i>Joe Collins and Murali Ramassamy, Pinkerton Computer Consultants</i>	Rhode Island
II-D	No Child Left Behind: Data-Related Implementation Issues <i>Nancy Smith, National Center for Educational Accountability</i> <i>Karen Cornwell, Texas Education Agency</i>	Pennsylvania
II-E	Oregon's Unique Student ID <i>Doug Kosty and Gary Ellwanger, Oregon Department of Education</i> <i>Bill Cruit, KPMG Consulting</i>	South Carolina
II-F	Facilities Information Management <i>Mary Filardo, 21<sup>st</sup> Century School Fund</i> <i>Patricia Murphy, Utah State Office of Education</i>	Virginia
4:20 – 4:30	Break	

<b>WEDNESDAY, JULY 24, 2002</b>
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**4:30 – 5:20      Concurrent Session III**

- |       |   |                |
|-------|---|----------------|
| III-A | Data Mining in Education: Opportunities and Challenges<br><i>Steve Gabrielson, Georgia Department of Education</i>  | Senate         |
| III-B | The Texas Cost-of-Education Index Study (Part II)<br><i>Harrison Keller, The University of Texas at Austin</i><br><i>Lori Taylor, Federal Reserve Bank of Dallas</i><br><i>Dennis Jansen and Timothy Gronberg, Texas A &amp; M University</i> | State          |
| III-C | The New Finance Accounting Handbook<br><i>Frank Johnson, National Center for Education Statistics</i><br><i>Linda Champion, Florida Department of Education</i>   | Rhode Island   |
| III-D | School Fiscal Disparities in Metropolitan Areas:<br>An Allocational Approach<br><i>Seymour Sacks, Syracuse University</i><br><i>George Palumbo, Canisius College</i>  | Pennsylvania   |
| III-E | Iowa's Project EASIER<br><i>Leland Tack, Coleen McClanahan, and Andy Wheeler</i><br><i>Iowa Department of Education</i>   | South Carolina |
| III-F | An Attempt for Designing an Assessment Vector for Level of Success/<br>Failure of a School<br><i>Malik Malik, University of Maryland Eastern Shore</i>  | Virginia       |





# STATS-DC 2002

## *Common Data, Common Goals*

### Summer Data Conference Agenda

THURSDAY, JULY 25, 2002

7:30 – 5:00      **Registration**      Promenade

7:30 – 8:30      **Continental Breakfast**      East



#### Cyber Café

East

**Computer Bank, Publication Mailing Service, Demonstrations**  
8:00 – 5:00



8:30 – 9:30      **Concurrent Session IV**

- |      |  |                |
|------|--|----------------|
| IV-A | District Wide Data Driven Decision Making<br><i>Leigh Burgess, Lakota Local School District</i>  | Senate         |
| IV-B | Student Achievement in Department of Defense Schools:<br>The Mission and the Message of High Performance<br><i>Claire Smrekar and Debra Owens, Vanderbilt University</i>                                 | State          |
| IV-C | Update: Schools Interoperability Framework<br><i>Tim Magner, Schools Interoperability Framework</i>  | Rhode Island   |
| IV-D | New 1999 CCD CD Demonstration<br><i>Tai Phan, National Center for Education Statistics</i>   | Pennsylvania   |
| IV-E | School Report Card: What Data Should Be Presented?<br><i>Isara Sarangarm and Suchint Sarangarm, Las Cruces Public Schools</i>  | South Carolina |
| IV-F | State-Level NAEP Data: More Accessible on the NAEP Web Site<br><i>Madeline Goodman and Jeffrey Jenkins, Educational Testing Service</i><br><i>Emily Diggins, Education Statistics Services Institute</i> | Virginia       |

<b>THURSDAY, JULY 25, 2002</b>
--------------------------------

IV-G	NCES Dropout and Completion Rates: What They Are and What They Measure <i>Beth Young and Chris Chapman, National Center for Education Statistics</i>	Chinese
9:30 – 9:45	Break 	
9:45 – 10:45	<b>Concurrent Session V</b>	
V-A	Taking Your Data to the Laundry <i>Lucian Parshall, Brenda Vincent, and Carol Jones</i> <i>Center for Educational Performance and Information</i>	Senate
V-B	Defining School-Level Expenditure Structures That Reflect Educational Strategies <i>Mark Fermanich, University of Wisconsin-Madison</i>	State
V-C	Schools Interoperability Framework: Framework for Education Reporting <i>Barbara Andrepont, Louisiana Department of Education</i> <i>Barbara Clements, Evaluation Software Publishing</i> <i>Tim Magner, Schools Interoperability Framework</i>	Rhode Island
V-D	Condition of Education 2002 <i>John Wirt and Patrick Rooney, National Center for Education Statistics</i> <i>Stephen Provasnik, Education Statistics Services Institute</i>	Pennsylvania
V-E	Planning, Designing, and Implementing Student Level Data for Analysis <i>Henrietta J. Vigil, Navajo Nation</i>	South Carolina
V-F	International Data Collections and Assessments <i>Mariann Lemke and Larry Ogle, National Center for Education Statistics</i>	Virginia
V-G	Title II Accountability: Spotlight on Teacher Preparation <i>Allison Henderson, Tamara Morse, and Darcy Pietryka, Westat</i> <i>Jay Noell, U.S. Department of Education</i>	Chinese
10:45 – 11:00	Break	

**THURSDAY, JULY 25, 2002**

**11:00 – 12:00 Concurrent Session VI**

- |      |   |                |
|------|---|----------------|
| VI-A | Kentucky Education Data System Renovation Effort: A Progress Report<br><i>Stephen Clements, University of Kentucky</i><br><i>Terry Hibpshman, Kentucky Education Professional Standards Board</i>   | Senate         |
| VI-B | Effects of Energy Needs and Expenditures on U.S. Public Schools<br><i>William Fowler, National Center for Education Statistics</i>  | State          |
| VI-C | No Child Left Behind: Implications for<br>SEA and LEA Decision Support Systems and Reporting<br><i>Glynn Ligon, Evaluation Software Publishing</i><br><i>Ron Streeter, eScholar</i><br><i>Kathleen Barfield, California Department of Education</i> | Rhode Island   |
| VI-D | “Your Schools, Your Money”: Changing the Way<br>We Think About School Finance<br><i>Sheri Rowe, Pennsylvania Department of Education</i>  | Pennsylvania   |
| VI-E | Native American Student Achievement: An HLM Perspective<br><i>Kalvin White and Rebecca Izzo-Manymules, Navajo Nation</i>  | South Carolina |
| VI-F | NAEP History and Geography<br><i>Steven Gorman, Janis Brown, and Arnold Goldstein</i><br><i>National Center for Education Statistics</i>  | Virginia       |
| VI-G | Title I Allocations<br><i>William Sonnenberg, National Center for Education Statistics</i>  | Chinese        |


**12:00 – 1:30 Lunch on your own**



<b>THURSDAY, JULY 25, 2002</b>
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**1:30 – 2:30      Concurrent Session VII**

- |       |   |                |
|-------|---|----------------|
| VII-A | Data Sources for Determining Supply and Demand<br>Within the Special Education Workforce<br><i>John McQuilkin and Jennifer Miller</i><br><i>National Clearinghouse for Professions in Special Education</i>   | Senate         |
| VII-B | Developments in School Finance Adequacy and Equity Cases<br><i>David Long, Attorney/Consultant</i>  | State          |
| VII-C | Narrowing the Education Gap: Final Results<br>of the Voucher Experiments in New York, Dayton, and DC<br><i>Patrick Wolf, Georgetown University</i>  | Rhode Island   |
| VII-D | Schools and Staffing: Easy as Can Be<br><i>Kerry Gruber, National Center for Education Statistics</i><br><i>Greg Strizek and Dan McGrath, Education Statistics Services Institute</i>                         | Pennsylvania   |
| VII-E | New York State's Next STEP in Meeting Federal Data<br>Reporting Requirements for NCLB<br><i>James Harrison, Michele Shahan, Clara Browne, and Martha Musser</i><br><i>New York State Education Department</i> | South Carolina |
| VII-F | Using Administrative Data in the eMINTS Evaluation<br><i>Adam Bickford, Office of Social and Economic Data Analysis,</i><br><i>University of Missouri</i>   | Virginia       |
| VII-G | The CCD: What It Is and Where You Can Find It<br><i>Beth Young and John Sietsema, National Center for Education Statistics</i>  | Chinese        |

2:30 – 2:45      Break      

**2:45 – 3:45      Concurrent Session VIII**

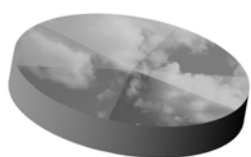
- |        |   |        |
|--------|---|--------|
| VIII-A | Statewide Data Collection Via the Internet<br><i>Karen Cornwell, Texas Education Agency</i>   | Senate |
| VIII-B | The Economic Returns to Individual Attributes<br>for Those In and Outside the Teaching Profession<br><i>Dan Goldhaber, University of Washington/The Urban Institute</i> | State  |

<b>THURSDAY, JULY 25, 2002</b>
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VIII-C	Pennsylvania's SIF Project: An Update <i>Judith Barnett, Central Susquehanna Intermediate Unit</i> <i>Sheri Rowe, Pennsylvania Department of Education</i> <i>Tim Magner, Schools Interoperability Framework</i>	Rhode Island
VIII-D	A Turn Around in How We Turn Around Test Scores <i>Glynn Ligon, Evaluation Software Publishing</i> <i>Jack Grayson, American Productivity and Quality Center</i>	Pennsylvania
VIII-E	Seeking Grants and Securing Funding for Performance Measurement <i>Randell Stout, Kansas State Department of Education</i>	South Carolina
VIII-F	Nebraska STARS: School Based Teacher-led Assessment and Reporting System <i>Pat Roschewski and Robert Beecham, Nebraska Department of Education</i>	Virginia
VIII-G	New Common Core of Data (CCD) Query Tool <i>Carl Schmitt and John Sietsema, National Center for Education Statistics</i>	Chinese
3:45 – 4:00	Break	
4:00 – 5:00	<b>Concurrent Session IX</b>	
IX-A	Using Existing Data for NCLB <i>Amy Kuhlmann and Arie van der Ploeg</i> <i>North Central Regional Educational Laboratory</i>	Senate
IX-B	Heterogeneity and Endogeneity in the Teacher Pay and Performance Relationship <i>Sherrilyn Billger, Illinois State University</i>	State
IX-C	Using State Test Scores for Policy Research <i>Don McLaughlin and Victor Bandeira de Mello</i> <i>American Institutes for Research</i> <i>Craig Jerald, The Education Trust</i>	Rhode Island
IX-D	District Fiscal Policy and Student Achievement: Evidence From Combined NAEP-CCD Data <i>Gary Huang and Binbing Yu, Synectics for Management Decisions</i>	Pennsylvania

<b>THURSDAY, JULY 25, 2002</b>
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- |      |   |                |
|------|---|----------------|
| IX-E | Pennsylvania Department of Education GIS Initiative<br><i>Gerald Hottinger and Joanne Bobek</i><br><i>Pennsylvania Department of Education</i><br><i>Robert Sechrist, Indiana University of Pennsylvania</i>                  | South Carolina |
| IX-F | User Based Service Quality Assessment Across<br>Multiple Institutions: LibQUAL+™<br><i>Martha Kyrillidou, Julia Blixrud, Jonathan Sousa,</i><br><i>and Consuella Askew Waller</i><br><i>Association of Research Libraries</i> | Virginia       |
| IX-G | Digital/Electronic Signatures<br><i>Jean Sebold, U.S. Bureau of the Census</i>  | Chinese        |



# STATS-DC 2002

*Common Data, Common Goals*

## Summer Data Conference Agenda

FRIDAY, JULY 26, 2002

7:30 – 12:00    **Registration**    Promenade

7:30 – 8:30    **Continental Breakfast**    East



### Cyber Café

East

**Computer Bank and Publication Mailing Service**  
**8:00 - 10:00**

8:30 – 9:30    **Concurrent Session X**

- |     |   |              |
|-----|---|--------------|
| X-A | All the Data Elements You Ever Wanted:<br>The NCES Data Handbooks Database<br><i>Jinhee Lee, Council of Chief State School Officers</i><br><i>Barbara Clements, Evaluation Software Publishing</i><br><i>Beth Young, National Center for Education Statistics</i> | Senate       |
| X-B | Financing a Sound Basic Education in New York<br><i>William Duncombe, Syracuse University</i>   | State        |
| X-C | Collecting Data on Campus-Community Partnerships<br><i>Ella Cleveland, Association of American Medical Colleges</i>   | Rhode Island |
| X-D | United We Stand! States Consortium on Student Information Model<br><i>Sheri Rowe, Pennsylvania Department of Education</i><br><i>Dennis Powell, Illinois State Board of Education</i>   | Pennsylvania |

FRIDAY, JULY 26, 2002
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X-E	Issues Involved in Developing Web-Based OLAP Reports <i>Levette Williams and Lynn Latimer, Georgia Department of Education</i>	South Carolina
X-F	Performance Based Data Management Initiative: Overview (Part I) <i>Hugh Walkup, U.S. Department of Education</i>	Virginia
9:30 – 9:45	Break	
9:45 – 10:45	<b>Concurrent Session XI</b>	
XI-A	Building Consensus Around Federal Data Elements <i>Barbara Clements, Evaluation Software Publishing</i> <i>Veena Bhatia and Patrick Sherrill, U.S. Department of Education</i>	Senate
XI-B	Bond Ratings and Bond Insurance: Market and Empirical Analysis for School Districts <i>Mary Harris, Cabrini College</i>	State
XI-C	National Survey of Characteristics of School Mental Health Services <i>Mary Rollefson, Abt Associates</i> <i>Judith Teich, U.S. Department of Health and Human Services</i>	Rhode Island
XI-D	Coaching Data Quality Rookies: A Checklist and Tools to Pass to New Providers (Part I) <i>Natalia Pane, American Institutes for Research</i> <i>Steven Zwillinger, U.S. Department of Education</i>	Pennsylvania
XI-E	Minnesota CLASS Web Site: Connecting Learning and Accountability for Students and Schools <i>Mary Pat Olsen, Minnesota Department of Children, Families, and Learning</i>	South Carolina
XI-F	Performance Based Data Management Initiative: Audience Input (Part II) <i>Hugh Walkup, U.S. Department of Education</i>	Virginia
10:45 – 11:00	Break	



<b>FRIDAY, JULY 26, 2002</b>
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**11:00 – 12:00 Concurrent Session XII**

- |       |   |                |
|-------|---|----------------|
| XII-A | An XML Reporting Prototype<br><i>Dottie Shaw, Microsoft</i><br><i>Hersh Taur, Internosis</i>  | Senate         |
| XII-B | School Financial Reporting: GASB Update<br><i>Randal Finden, Governmental Accounting Standards Board</i>  | State          |
| XII-C | Coaching Data Quality Rookies:<br>A Checklist and Tools to Pass to New Providers (Part II)<br><i>Natalia Pane, American Institutes for Research</i><br><i>Steven Zwillinger, U.S. Department of Education</i> | Pennsylvania   |
| XII-D | Data Sharing Through Web Services<br><i>Samuel Neff, B-Line Express</i><br><i>Robert Glenn, National Education Association</i>  | South Carolina |



# **STATS-DC** 2002

## **Summer Data Conference Exhibition Descriptions**

**Washington, DC  
July 23-25, 2002**

**National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education**



## Exhibition Descriptions

***All Exhibits and Demonstrators are in the East Room***

**Tuesday 2:00 – 5:00**

**Wednesday 8:00 – 5:00**

**Thursday 8:00 – 5:00**

### **APQC STARS-Standardized Test Analysis and Research System**

David Sanchez, *American Productivity & Quality Center*

Introducing APQC STARS, the American Productivity & Quality Center's (APQC) new Standardized Test Analysis and Research System (STARS) data disaggregation tool, designed to help improve student achievement.

APQC STARS organizes raw data from students' standardized and practice exams to provide educators with data that can be easily analyzed to evaluate each student's performance, prioritize areas for improvement, and enable change.

A secure, Web-based data disaggregation system, APQC STARS is a user friendly and cost-effective reporting tool for the regional, district, campus, teacher, and student levels.

### **Web Services and Geographic Analysis**

Samuel Neff, Bach Nguyen, and Lucas Huang, *B-Line Express*

Web services are a revolutionary new technology that greatly enhances information sharing within and across agency, organization, and corporate boundaries. We will demonstrate several applications that have been developed using Web services and the increased efficiency that resulted from each.

Scalable Vector Graphics is a new XML based standard for creating and manipulating graphics. SVG has transformed the cartography industry through its ability to dynamically generate geographic images. These are easily combined with statistical data to provide a readily understood geographic representation of the data. We will demonstrate a system currently in development for the National Education Association, which uses this technology.

### **Using Standards-Based Adaptive Measurement to Meet the Requirements of ESEA**

William Tudor, *EdVISION Corporation*

The recent adoption of ESEA has school districts searching for effective ways to meet mandated requirements. This session shows an alternative way to test students in Reading and Math, beyond the traditional paper-and-pencil, norm-referenced tests. The PERFORMANCE Series™ is an online, computer-adaptive assessment tool that provides a unique test for each student. The assessment is standards-based and allows for accurate instructional placement in multiple subjects with the ability to determine academic growth. This test drastically reduces testing time for each student, tracks academic gains on a consistent scale, and automatically translates scores to state and national standards.

### **Analyses of the Summer Food Service Program Using Geographic Information Systems**

Jane Allshouse, *U.S. Department of Agriculture*

The Summer Food Service (SFSP) provides free meals to low-income children, during the summer when school is out. This demonstration will describe how the Economic Research Service, USDA (ERS) is integrating two types of secondary information—census data and SFSP participation records—using geographic information systems (GIS) to describe SFSP accessibility and coverage. The analyses will provide visual displays of SFSP sites in geographic relation to concentrated areas of child poverty; present similar information in a tabular form to permit methodical examination of results; profile SFSP sites by detailing demographic characteristics of the census tract in which they exist; and examine the reach of the SFSP into its target population at the state level. ERS will make this data available on an interactive Web site that will allow any viewer to obtain information of interest.

### **eScholar: Complete Data Warehouse Solution for K-12 Education in LEAs and SEAs**

Shawn Bay, Wolf Boehme, Eric Johnson, and Ron Streeter, *eScholar*

eScholar, the leading data warehouse, decision support system, analysis and reporting solution for K-12 education, is now licensed by over 600 school districts in 8 states. eScholar is a complete solution which includes the tools and procedures necessary to standardize and cleanse data and build a powerful and flexible data warehouse. It provides the ability to integrate 29 categories (domains) of data including over 2,000 data elements on student demographics and attributes, attendance, test results, discipline infractions, group participation, special education, staff demographics and attributes, professional development, finance and transportation. Stop by our table and find out how eScholar can help your district or State meet all the reporting requirements of the No Child Left Behind Act (HR1), including the use of the eScholar Unique Student Record Identification System. If you would like to learn more about what education data warehousing is, what it can do for you, and how you can get started, be sure to ask about our Data Warehouse Readiness Workshop/Boot Camp for districts and States.

### **New Approaches to Presenting Data on the NAEP Web Site**

Madeline Goodman and Jeffrey Jenkins, *Educational Testing Service*  
Emily Diggins and Jessa DeSimone, *Education Statistics Services Institute*

The goal of the NAEP Web site is to make all NAEP information and data accessible in a user-friendly way. We invite you to explore areas of interest to you on the NAEP site with someone on the NAEP web team. This is a great opportunity for NAEP to get your help in making the site the most useful to various audiences. Your feedback is needed on the development of new tools designed to make it easier to access NAEP data.

### **Beyond 20/20: Disseminating Education Statistics With Insight**

Howard Nadler, *Beyond 20/20*

Beyond 20/20 is the market leader in developing software for data dissemination, analysis and visualization used by the world's largest statistical agencies, international organizations and corporations. Beyond 20/20's customers include the U.S. Department of Education, the North Carolina Department of Public Instruction, the U.S. Census Bureau, the National Center for Health Statistics and many more. Beyond 20/20's extensive family of desktop and Internet-based software products empower end-users to process and analyze data quickly and cost effectively. Beyond 20/20 offers a unique feature set, outstanding speed and ease-of-use. In addition, Beyond 20/20 is 508 compliant. Visit us in the demonstration area and see how Beyond 20/20 solutions can help take the worry out of your data dissemination requirements.

### **Measuring Student Achievement Fairly and Reliably**

John Boling, *SAS inSchool*

Academic progress of students cannot be determined or predicted knowing the economic or racial composition of the school. Is this statement true or false? The year is 2002, not 1902. Statistical theory and computational power today permit an analysis of student achievement data free of most of the socioeconomic bewilderments that people have correctly worried about during previous efforts to use student achievement data in assessment and evaluation. Should the data suggest areas for improvement, what next steps are taken with respect staff development, curricula resources, curriculum alignment with standards, and other technology applications?

## **Driving Value from K20 Data Integration: Florida Education Data Warehouse (EDW) Case Study**

Bernard Sévigny, *Fujitsu Consulting*

This presentation will present the outlines of the Landmark K-20 Education Data Warehouse recently implemented for the Florida Board of Education, State of Florida. The presentation will emphasize:

- The business objective
- The functionalities implemented
- The business data model implemented
- The issues/pitfalls associated with K20 data integration and utilization
- The business value driven from the utilization of the EDW

Real life examples will be utilized and the focus will be put on “what can be achieved now that was not possible before the EDW.”



# **STATS-DC**

## 2002

### **Summer Data Conference Session Descriptions**

**Washington, DC  
July 24-26, 2002**

**National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education**



## Session Descriptions

**WEDNESDAY, JULY 24, 2002**

### **KEYNOTE SPEECH: Reporting for No Child Left Behind: What's the Impact on Education?**

**Wednesday, July 24, 1:15 - 2:15**

Dr. Tom Houlihan, *Executive Director, Council of Chief State School Officers*

Dr. Mary Yakimowski-Srebnick, *Research, Evaluation and Accountability Officer*  
*Baltimore City Public Schools*

The Elementary and Secondary Education Act of 2001 gives an unprecedented importance to data about education outcomes. Beyond the national impact of this Act, how will this emphasis on outcome data affect states and school districts? Will these reporting requirements change state and local data systems? Will they affect state and district education policies and practices? Will the information be used - and if so, how and by whom?

Dr. Tom Houlihan will address these questions from the point of view of the states' chief school officers, while Dr. Mary Yakimowski-Srebnick takes the perspective of a large city school district's research, assessment, evaluation, and accountability office. They will look at what No Child Left Behind will require from state and local data reporters, and at the potential uses of the information for improving both state policy decisions and classroom instruction.



## Session Descriptions

**WEDNESDAY, JULY 24, 2002**

**Concurrent Session I**  
**2:30 – 3:20**

**Using a Data Warehouse to Improve Student Achievement Through Staff Development**

**Session I-A**

**Senate**

**Wednesday, July 24, 2:30-3:20**

Richard Timbs, *Erie 2-Chautauqua-Cattaraugus BOCES*  
Peter Rooney, *New York State Regional Information Centers*  
Shawn Bay, *eScholar*

The emphasis on standards and accountability has had an impact on everyone involved with education, from the superintendent to the child. Dr. Timbs, the district superintendent of a region including 27 school districts, has used the eScholar data warehouse housed at the Western New York Regional Information Center to identify staff development needs and thereby improve student achievement. Student level assessment item data, linked to State learning standards, are stored in the warehouse. Several years of longitudinal data have been used to target specific areas of weakness in student performance. Targeted staff development programs have been designed to meet these needs, resulting in improved student performance.

**What We Know and What We Need to Know About Competition, Vouchers, and Charter Schools**

**Session I-B**

**State**

**Wednesday, July 24, 2:30-3:20**

Dominic Brewer, *RAND*

“Rhetoric Versus Reality: What We Know and What We Need to Know About Vouchers and Charters” by Brian Gill, Michael Timpane, Karen Ross, and Dominic Brewer was published by RAND last Fall.

Drawing on the existing literature, the authors evaluated the empirical evidence on vouchers and charters in terms of effects on five major policy goals-academic achievements, choice, equitable access, integration, and preparation for civic responsibilities. The authors concluded that so many key questions remain unanswered that neither the hopes of choice supporters nor the fears of its opponents can currently be confirmed. The authors emphasized that even the strongest evidence available is based on voucher and charter school programs that have been operating for only a short period of time, involve only a small number of participants, and display effects that are generally small or uncertain.

Nevertheless, some choice programs are showing promise in terms of some important outcomes. Perhaps the clear-cut lesson that emerges from the analysis is that the details of a program’s design can have a major impact on its outcomes.

## Session Descriptions

**WEDNESDAY, JULY 24, 2002**

### **NCES School District Demographics System (Part I)**

#### **Session I-C**

**Rhode Island**

**Wednesday, July 24, 2:30-3:20**

Tai Phan, *National Center for Education Statistics*

Joe Collins and Murali Ramassamy, *Pinkerton Computer Consultants*

The NCES School District Demographics Web site provides access to school district geographic and demographic data useful for describing and analyzing characteristics of school districts, children, and K-12 education. Data in this system are from the 2000 Decennial Census School District Special Tabulation, the 1999-2000 Common Core of Data, and 1999-2000 TIGER/line files.

### **School District Resource Allocation and Student Performance: Methodology, Findings, and Policy Implications**

#### **Session I-D**

**Pennsylvania**

**Wednesday, July 24, 2:30-3:20**

Lotte Smith-Hansen and Cindy Schneider, *Charles A. Dana Center, The University of Texas at Austin*

Zena Rudo, *Southwest Educational Development Laboratory*

Presenters will discuss ongoing research designed to support effective state policymaking for district resource allocation to improve student performance. Researchers examined longitudinal patterns of resource allocation in all districts across four southwestern states, and conducted an in-depth study of 12 districts showing sustained student performance improvements. The study used state accountability, CCD staffing, and Census F-33 financial data, as well as survey and qualitative data from the 12 improvement districts. The findings on resource allocation practices in districts at varying levels of student performance will be discussed. Issues involved in conducting and disseminating policy research will also be addressed.

## Session Descriptions

**WEDNESDAY, JULY 24, 2002**

### **Going “AYP” Over Small Groups: Confidentiality and Reliability Solutions**

**Session I-E**

**South Carolina**

**Wednesday, July 24, 2:30-3:20**

Glynn Ligon, *Evaluation Software Publishing*

No Child Left Behind requires states to adopt rules for protecting student confidentiality and ensuring statistical reliability for small groups when determining adequate yearly progress (AYP) and publishing report cards. Solutions are not as simple as “pick a number.” Alternative statistical methods will be presented and critiqued. Examples from states will be demonstrated. Non-traditional approaches have been developed to meet both the law’s intent and the realities across states. This is a “how to,” not a theoretical, session.

### **Collecting and Using Crime, Violence and Discipline Incident Data to Make a Difference in Schools**

**Session I-F**

**Virginia**

**Wednesday, July 24, 2:30-3:20**

Annette Barwick, *Hillsborough County School District*  
Bill Smith, *Sioux Falls School District*  
Bunny Mack, *South Carolina State Department of Education*  
Susan Meston, *Muskegon Area Intermediate School District*  
Linda Rocks, *Bossier Parish School Board*  
Brad James, *Vermont State Department of Education*  
Ghedam Bairu, *National Center for Education Statistics*  
Irene Hantman, *Westat*

The Crime, Violence and Discipline Task Force of the National Forum on Education Statistics will discuss the new handbook “Safety in Numbers: Collecting and Using Crime, Violence and Discipline Incident Data to Make a Difference in Schools.” The handbook provides recommendations on what types of data to collect, why it is critical to collect such data, and how the data can be used effectively to improve school safety and answer policy questions related to safe learning environments. It is designed to be used by schools, districts, and state education agencies to improve the effectiveness of their efforts to collect and use disciplinary incident data.

## Session Descriptions

**WEDNESDAY, JULY 24, 2002**

### **Concurrent Session II 3:30 – 4:20**

#### **Data Driven Decision Making: What is Knowable for School Improvement?**

##### **Session II-A**

**Senate**

**Wednesday, July 24, 3:30-4:20**

Philip Streifer, *University of Connecticut*

This presentation demonstrates how several Connecticut school districts, experienced using a data warehouse, use the system to make instructional decisions. These districts have insights about the quality of their data, types of questions that should be asked, and the actions that can result. Working with the University of Connecticut (UConn) to guide their process of inquiry, they are making important progress on the use of data for decisionmaking following the inquiry models developed by UConn.

#### **The Texas Cost-of-Education Index Study (Part I)**

##### **Session II-B**

**State**

**Wednesday, July 24, 3:30-4:20**

Harrison Keller, *The University of Texas at Austin*  
Lori Taylor, *Federal Reserve Bank of Dallas*  
Dennis Jansen and Timothy Gronberg, *Texas A & M University*

Only a handful of states attempt to address school district funding to reflect regional cost variations. Texas is currently the only state that uses a cost-of-education index approach, based on a statistical analysis of variations in the costs of hiring teachers. Texas school finance formulas have included this sort of adjustment since 1984; however, the current cost-of-education index, which controls the annual distribution of approximately \$1.25 billion — or more than 13 percent of state aid — to school districts has not been updated since its adoption in 1990. In 1999, the Charles A. Dana Center at UT Austin was directed by the Texas Legislature to study alternatives for updating the CEI, working with Texas A&M University, the Texas Education Agency, and the state comptroller. This workshop will feature a discussion of the Texas CEI study with members of the project team. This study included examinations of four different cost-of-education index strategies, and was conducted in consultation with policymakers, educators, and stakeholder organizations from across the state. Its findings are currently being considered by the Texas Legislature's Select Joint Committee on Public School Finance. To date, this study is the most comprehensive analysis of this issue attempted in any state.



## Session Descriptions

**WEDNESDAY JULY 24, 2002**

### **NCES School District Demographics System (Part II)**

**Session II-C**

**Rhode Island**

**Wednesday, July 24, 3:30-4:20**

**See Session Description I-C**

### **No Child Left Behind: Data-Related Implementation Issues**

**Session II-D**

**Pennsylvania**

**Wednesday, July 24, 3:30-4:20**

Nancy Smith, *National Center for Educational Accountability*

Karen Cornwell, *Texas Education Agency*

The new law specifies what needs to happen, but there are still many questions about how to make it happen. The purpose of this session is to allow people from different states to share with and question each other about how they approach student-level data collection, unique student IDs, connecting enrollment and test data.

### **Oregon's Unique Student ID**

**Session II-E**

**South Carolina**

**Wednesday, July 24, 3:30-4:20**

Doug Kosty and Gary Ellwanger, *Oregon Department of Education*

Bill Cruik, *KPMG Consulting*

This presentation will describe how Oregon's Secure Student Identification (SSID) Project is being used to develop a student-centered database. Discussions will include the processes used and issues encountered to collect and update student records as well as interfaces to assessment projects and other systems to develop an integrated enterprise database.

## Session Descriptions

**WEDNESDAY, JULY 24, 2002**

### **Facilities Information Management**

#### **Session II-F**

**Virginia**

**Wednesday, July 24, 3:30-4:20**

Mary Filardo, *21<sup>st</sup> Century School Fund*

Patricia Murphy, *Utah State Office of Education*

This is a discussion of the work of the Facilities Data Task Force in their development of a facilities data handbook. It provides an overview of what is happening in states to collect data and information on the inventory, condition, design, utilization, management and financing of school facilities.

## Session Descriptions

**WEDNESDAY, JULY 24, 2002**

**Concurrent Session III  
4:30 – 5:20**

**Data Mining in Education: Opportunities and Challenges**

**Session III-A**

**Senate**

**Wednesday, July 24, 4:30-5:20**

Steve Gabrielson, *Georgia Department of Education*

Using data mining procedures on education data offers the opportunity to discover previously unknown patterns and relationships between variables affecting the process of teaching students. The vast amount of data collected by most departments of education is ideally suited to the algorithms utilized in data mining. The Georgia Department of Education (GDOE) has begun to examine its K-12 data using the data mining software package Clementine from SPSS. This session will feature a discussion of some of the issues we have encountered in the data mining process as well as a demonstration of Clementine.

**The Texas Cost-of-Education Index Study (Part II)**

**Session III-B**

**State**

**Wednesday, July 24, 4:30-5:20**

**See Session Description II-B**

**The New Finance Accounting Handbook**

**Session III-C**

**Rhode Island**

**Wednesday, July 24, 4:30-5:20**

Frank Johnson, *National Center for Education Statistics*  
Linda Champion, *Florida Department of Education*

This session will present an overview of the revised NCES Finance Accounting Handbook. There will be a focus on the changes that have taken place and the treatment of accounting changes that have taken place as a result of the GASB-34 statement.

## Session Descriptions

**WEDNESDAY, JULY 24, 2002**

### **School Fiscal Disparities in Metropolitan Areas: An Allocational Approach**

#### **Session III-D**

**Pennsylvania**

**Wednesday, July 24, 4:30-5:20**

Seymour Sacks, *Syracuse University*

George Palumbo, *Canisius College*

Elementary and secondary school finances dominate local fiscal activity and have a substantial effect on the combined state and local sector. This session uses fiscal year 1996-97 data to examine the complexity in the provision and funding of elementary and secondary education at the metropolitan level. The analysis focuses attention on the importance of the proper identification of the governmental structure when, expenditures, revenue base or aid levels are discussed.

### **Iowa's Project EASIER**

#### **Session III-E**

**South Carolina**

**Wednesday, July 24, 4:30-5:20**

Leland Tack, Coleen McClanahan, and Andy Wheeler, *Iowa Department of Education*

This describes the conversion of Project EASIER (Electronic Access System for Iowa Education Records) EDI (Electronic Data Interchange) record processing from a client-side, application-based model to a server-side, Web-based model. The purpose of Project EASIER is to enable Iowa school districts to electronically transmit individual student records to fulfill information needs associated with student transcripts, student transfers, and state reporting requirements. A major focus of the project has been to move from a district/client centered approach to a state level server approach and thus reduce the need for external technical support in the future. This session will provide an update on Project EASIER and will describe the use of EDI, data elements, project status, district participation, and future project directions.

## Session Descriptions

**WEDNESDAY, JULY 24, 2002**

**An Attempt for Designing an Assessment Vector for Level of Success/Failure of a School**

**Session III-F**

**Virginia**

**Wednesday, July 24, 4:30-5:20**

Malik Malik, *University of Maryland Eastern Shore*

Nationally there is a discussion and a consensus on the accountability of schools to the Federal and State educational decisionmakers. However, there are no set crisp devices for classification of success and failure within the individual State systems with no one acceptable criterion for such classifications. Schools are sitting on riches of data sets, which are locally or nationally collected by agencies like the National Center for Education Statistics (NCES) and National Science Foundation (NSF). Noting that the NCES and NSF routinely collect data and more opportunities are available for using that data productively, this project is trying to use these nationally available rich educational data repositories by analyzing such data for a direct improvement of planning and intervention in decisionmaking about the different schools in a timely fashion. In the first stage of this research project we will build up an optimum-sized vector of predictive characteristics, variables and indicators that will predict the success/failure of a school. The second stage purports to give a value  $p$  ( $0 < p < 1$ ) to indicate the level of success from 0 percent (complete failure) to 100 percent (complete success).



## Session Descriptions

**THURSDAY, JULY 25, 2002**

**Concurrent Session IV  
8:30 – 9:30**

### **District Wide Data Driven Decision Making**

**Session IV-A  
Thursday, July 25, 8:30-9:30**

**Senate**

Leigh Burgess, *Lakota Local School District*

This session will focus on the day to day data driven decisions that occur in a large suburban school district with almost 16,000 students. Data are an integral part of the operations within the 17 buildings, and this session will allow the participants to see the process in that the district undertakes to have the appropriate timely data to the stakeholders while maintaining validity. This session will focus on a range of assessments from within the classroom to State proficiency information. The session will focus on real world answers to real world problems and the growing accountability with regard to ESEA.

### **Student Achievement in Department of Defense Schools: The Mission and the Message of High Performance**

**Session IV-B  
Thursday, July 25, 8:30-9:30**

**State**

Claire Smrekar and Debra Owens, *Vanderbilt University*

Researchers at the Peabody Center for Education Policy at Vanderbilt University studied the Department of Defense Education Activity (DoDEA) to explore the school system's high minority student achievement on the 1998 NAEP reading and writing scores. DoDEA enrolls approximately 112,000 students (40 percent minority) in schools located in the U.S. (DDESS system) and overseas (DoDDS system).

The descriptive analyses focus upon a set of system-wide governance structures, social conditions, instructional policies, teacher characteristics, and administrative practices that are related to a school's capacity to produce student learning.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **Update: Schools Interoperability Framework**

#### **Session IV-C**

**Rhode Island**

**Thursday, July 25, 8:30-9:30**

Tim Magner, *Schools Interoperability Framework*

The Schools Interoperability Framework (SIF) is an industry initiative to develop an open specification to ensure that K-12 instructional and administrative software applications work together more effectively. This session will provide an overview of SIF, and an update on the progress the initiative has made in development, deployment and adoption.

### **New 1999 CCD CD Demonstration**

#### **Session IV-D**

**Pennsylvania**

**Thursday, July 25, 8:30-9:30**

Tai Phan, *National Center for Education Statistics*

The Common Core of Data (CCD) is NCES's primary database on elementary and secondary public education in the United States. This CD-ROM disc contains portions of 4 years of CCD data, beginning with school year 1996-1997 through 1999-2000 (for Schools last 3 years; for Agencies, all 4 years; and for States last 3 years). This disc contains approximately 300,000 School records, more than 65,000 Agency records, and 177 State records. Agency level finance data for fiscal years 1997, 1998 and 1999 have been merged with the appropriate Agency nonfiscal records. Some of the agency fiscal and demographic data were obtained from the 1990 Decennial Census and F-33 survey conducted by the United State Bureau of the Census. State nonfiscal and fiscal data have been merged into a single file. State level fiscal data are available for fiscal year 1998 only. This CD-ROM uses MS Windows based development software to meet Windows 95, 98, 2000, and XP operation systems.



## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **School Report Card: What Data Should Be Presented?**

#### **Session IV-E**

**South Carolina**

**Thursday, July 25, 8:30-9:30**

Isara Sarangarm and Suchint Sarangarm, *Las Cruces Public Schools*

This presentation will demonstrate the development of school/district report cards in New Mexico's second largest district, Las Cruces Public Schools. The five statewide indices that are required in the annual school/district accountability report will be addressed. Topics will also include the systematic approach of collecting data for the five indicators, as well as the appropriate presentation of data for various audiences. Additionally, the presentation will incorporate a discussion of publishing procedures for the report cards. An in-depth review of how the report cards are applied in individual school and the district instructional and decisionmaking purposes will also be presented. Thereafter, the floor will be opened for any questions/comments the participants may have.

### **State-Level NAEP Data: More Accessible on the NAEP Web Site**

#### **Session IV-F**

**Virginia**

**Thursday, July 25, 8:30-9:30**

Madeline Goodman and Jeffrey Jenkins, *Educational Testing Service*  
Emily Diggins, *Education Statistics Services Institute*

The NAEP Web site is the most convenient source for NAEP information — assessment exercises, data publications, assessment schedules, and more. Get an overview of the NAEP site and learn how Web-based tools such as the NAEP Data Tool and the NAEP Questions Tool have been enhanced and improved. Some of the capabilities of the NAEP Data Tool for looking at State-level data will be presented, and new graphical display options for NAEP data throughout the site will be introduced. Your feedback is needed on the development of new tools designed to make it easier to access State-level NAEP data.

## Session Descriptions

THURSDAY, JULY 25, 2002

### NCES Dropout and Completion Rates: What They Are and What They Measure

**Session IV-G**

**Chinese**

**Thursday, July 25, 8:30-9:30**

Beth Young and Chris Chapman, *National Center for Education Statistics*

Why have more than one way to measure a high school dropout or completion rate? This session will review the different types of high school dropout and completion rates released by NCES and why they exist. Event, status, and cohort rates will be discussed as well as the new CCD four-year high school completion rate and how that compares to the Census completion rate.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

**Concurrent Session V  
9:45 – 10:45**

### **Taking Your Data to the Laundry**

**Session V-A  
Thursday, July 25, 9:45-10:45**

**Senate**

Lucian Parshall, Brenda Vincent and Carol Jones  
*Center for Educational Performance and Information*

Michigan is completing a task award that developed an application for districts to validate single record student data prior to submission to the Center. This presentation will demonstrate the results of this stand-alone pre-cleaning application for districts that performs data edits, provides basic audit functions, presents end-users with reports, and creates an ASCII and XML data export. In addition, the presentation will provide materials on what business rules to use for duplicate resolution, when to issue unique student codes and tracking/auditing procedures. The presenters will also discuss the practical lessons learned during the development and implementation of cleaning single record data prior to loading it in the MEIS Data Warehouse.

### **Defining School-Level Expenditure Structures That Reflect Educational Strategies**

**Session V-B  
Thursday, July 25, 9:45-10:45**

**State**

Mark Fermanich, *University of Wisconsin-Madison*

The limitations of current financial reporting systems have become apparent as schools have increasingly become the unit of analysis for education finance researchers and policymakers. This paper presents a short overview of the evolution and shortcomings of today's fiscal reporting systems in education and introduces a new school-level expenditure structure for presenting and analyzing school spending in a way that links resource use to instructional strategies and facilitates comparisons across schools. It then uses the expenditure structure to analyze spending data from two elementary and two secondary schools.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **Schools Interoperability Framework: Framework for Education Reporting**

**Session V-C**

**Rhode Island**

**Thursday, July 25, 9:45-10:45**

Barbara Andrepont, *Louisiana Department of Education*

Barbara Clements, *Evaluation Software Publishing*

Tim Magner, *Schools Interoperability Framework*

The Schools Interoperability Framework (SIF) is developing XML specifications and data standards to support PK-12 education. Education accountability requirements, and eGovernment initiatives are increasing the pressures to securely transport education data among applications at schools, in district offices, State Education Agencies and the federal government. SIF participants are planning that specifications will support ESEA data use, aggregation and reporting. This session will review recent work in Schools Interoperability Framework initiative to support education reporting.

### **Condition of Education 2002**

**Session V-D**

**Pennsylvania**

**Thursday, July 25, 9:45-10:45**

John Wirt and Patrick Rooney, *National Center for Education Statistics*

Stephen Provasnik, *Education Statistics Services Institute*

The Condition of Education 2002 was recently released. The report summarizes important trends and developments in education using the latest available data from many NCES and other sources. The report includes two special analyses (on private schools and on nontraditional students in postsecondary education). It also includes 44 indicators on: (1) participation in education, (2) learner outcomes, (3) student effort and academic progress, (4) contexts of elementary and secondary education, (5) contexts of postsecondary education, and (6) societal support of education. In this session, the editor of the report and two of the principal authors will discuss key indicators from the report and answer questions.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **Planning, Designing, and Implementing Student Level Data for Analysis**

**Session V-E**

**South Carolina**

**Thursday, July 25, 9:45-10:45**

Henrietta J. Vigil, *Navajo Nation*

This presentation is designed to assist individuals in setting a standard for data collection and management in their respective organizations. Database development will assist organizations by providing a common language that can be used to collect accurate, consistent, comparable, and complete data on individuals. It will promote policy development within organizations that addresses confidentiality to ensure proper use and application of all data. This presentation will describe how all relevant parties can maintain data in a way that promotes flexible and efficient use for analysis and reporting.

### **International Data Collections and Assessments**

**Session V-F**

**Virginia**

**Thursday, July 25, 9:45-10:45**

Mariann Lemke and Larry Ogle, *National Center for Education Statistics*

This presentation will highlight NCES's current international comparative work in education, focusing on assessments of reading, mathematics, and science at the elementary and secondary level such as TIMSS (Third International Mathematics and Science Study); PISA (Program for International Student Assessment); and PIRLS (Progress in International Reading Literacy). Most recent results and upcoming surveys will be described.

### **Title II Accountability: Spotlight on Teacher Preparation**

**Session V-G**

**Chinese**

**Thursday, July 25, 9:45-10:45**

Allison Henderson, Tamara Morse, and Darcy Pietryka, *Westat*  
Jay Noell, *U.S. Department of Education*

Title II of the Higher Education Act requires states to collect and report on various aspects of teacher training, certification, and quality. This presentation will provide an overview of the findings from the Secretary's First Annual Report to Congress on Title II accountability and how these data are being used to inform policy issues related to teacher quality. We will examine the measures currently used for Title II accountability (as defined by NCES) and what states are doing to measure teacher quality.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

**Concurrent Session VI  
11:00 – 12:00**

### **Kentucky Education Data System Renovation Effort: A Progress Report**

**Session VI-A**

**Senate**

**Thursday, July 25, 11:00-12:00**

Stephen Clements, *University of Kentucky*

Terry Hibpshman, *Kentucky Education Professional Standards Board*

In 2000, Kentucky policymakers endorsed a plan for a cross-education-agency enterprise database that could be accessed through a Web-based portal. Since then the State's Department of Education, Education Professional Standards Board, and Council on Postsecondary Education have worked collaboratively to implement this plan, and radically restructure the data collected and used by these agencies. This session will provide an overview of the agency-side processes and politics of this significant data system renovation effort. Presenters will give particular attention to the data "inventory" and "streamlining" processes employed, re-creation of the State's teacher database, the portal prototype, and plans for the future.

### **Effects of Energy Needs and Expenditures on U.S. Public Schools**

**Session VI-B**

**State**

**Thursday, July 25, 11:00-12:00**

William Fowler, *National Center for Education Statistics*

This session addresses a survey of school districts' energy experiences in FY 2001 and before; this includes information on their budgets, expenditures, and use of measures to reduce energy expenditures. The research will highlight the differences between districts that had sufficient money in their energy budget to cover energy expenditures and those that did not. Also of interest are the reasons for the shortfall and how the districts coped with it. A component of the survey focuses on the districts' current and longer-term plans, including the respondents' perceptions of their districts' ability to respond to energy costs, increases to the districts' energy budgets, and their anticipated use of measures to reduce energy expenditures.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **No Child Left Behind: Implications for SEA and LEA Decision Support Systems and Reporting**

#### **Session VI-C**

**Rhode Island**

**Thursday, July 25, 11:00-12:00**

Glynn Ligon, *Evaluation Software Publishing*

Ron Streeter, *eScholar*

Kathleen Barfield, *California Department of Education*

The reauthorization of the Elementary and Secondary Education Act, otherwise known as the No Child Left Behind Act, has very specific accountability requirements for schools, districts, and State Education Agencies. This interactive session will examine these requirements including State assessments, adequate yearly progress, school report cards, and staff certification and their implications for education information systems at the State and local level. Examples of how data in an education data warehouse can be used to meet these requirements, including reporting to the U.S. Department of Education using XML standards, will be described. The presentation will conclude with the vision from one SEA on how it is planning to address these reporting needs followed by an open discussion.

### **“Your Schools, Your Money”: Changing the Way We Think About School Finance**

#### **Session VI-D**

**Pennsylvania**

**Thursday, July 25, 11:00-12:00**

Sheri Rowe, *Pennsylvania Department of Education*

With heightened attention at the national level placed on accountability and information about classrooms and students in our public schools, the Pennsylvania Department of Education is excited to share one of its new initiatives, released earlier this calendar year, that displays many pieces of school and district expenditure information in a user-friendly, Web-based format for parents and policymakers alike. Users can see costs in areas such as classroom instructional costs, special education non-instructional costs, and technology costs, just to name a few. In addition to financial information, related non-financial information is pulled from other Department reports to help users understand the “big picture” of information that needs to be known and understood alongside the financial piece. For the first time, school districts were also given a direct “voice” to add comments that would highlight local accomplishments or further explain circumstances that would help the user understand the information being viewed. In addition, “School Finance 101” was developed as a side site that provides the basics of school finance to further enhance the users “education” about the information that they are viewing.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **Native American Student Achievement: An HLM Perspective**

**Session VI-E**

**South Carolina**

**Thursday, July 25, 11:00-12:00**

Kalvin White and Rebecca Izzo-Manymules, *Navajo Nation*

Hierarchical Linear Modeling (HLM) is a statistical tool that defines variables influencing individual student performance that are generally overlooked in test reports. Individual student performance is a collection of individual and school characteristics (language and culture), and community demographics. HLM was the method of analysis of academic achievement test scores for a large Native American student population. The outcome of this analysis is the focus of this presentation. HLM highlighted that not all Native American students are scoring poorly on standardized exams. Further, it pointed out the interaction effects of individual, school, and community factors on student test performance.

### **NAEP History and Geography**

**Session VI-F**

**Virginia**

**Thursday, July 25, 11:00-12:00**

Steven Gorman, Janis Brown, and Arnold Goldstein, *National Center for Education Statistics*

The results of the recently released 2001 NAEP history and geography results will be presented. Information on subgroup and gap performance will be highlighted.

### **Title I Allocations**

**Session VI-G**

**Chinese**

**Thursday, July 25, 11:00-12:00**

William Sonnenberg, *National Center for Education Statistics*

This session will feature an explanation of the Title I Allocation process with special emphasis on the impact of CCD data. This session will also feature an update on the current status of the law, including possible changes as a result of reauthorization and a special analysis of the potential effect of errors in the calculation of per-pupil expenditures on final allocations.



## Session Descriptions

**THURSDAY, JULY 25, 2002**

**Concurrent Session VII  
1:30 – 2:30**

### **Data Sources for Determining Supply and Demand Within the Special Education Workforce**

**Session VII-A**

**Senate**

**Thursday, July 25, 1:30-2:30**

John McQuilkin and Jennifer Miller, *National Clearinghouse for Professions in Special Education*

The National Clearinghouse for Professions in Special Education, a federal technical assistance and dissemination project, will present key data sources used in its synthesis and dissemination of information related to the demand for and supply of special education teachers. Sources discussed will include the Integrated Postsecondary Education Data System (IPEDS), the Annual Report to Congress on Implementation of the Individuals with Disabilities Education Act, Schools and Staffing Survey (SASS), Bureau of Labor Statistics Employment Projections, the Survey of Personnel Needs in Special Education (SPeNSE), and others. Policy implications from the data are suggested.

### **Developments in School Finance Adequacy and Equity Cases**

**Session VII-B**

**State**

**Thursday, July 25, 1:30-2:30**

David Long, *Attorney/Consultant*

This presentation will consider recent developments in school finance cases that seek greater adequacy and equity of educational opportunities and in the financing of public schools. It will focus on the legal and factual bases for these cases, differences and similarities between adequacy and equity cases and the extent to which recent cases reflect enduring themes or strike out in new directions in school finance litigation. The potential impact of the recently enacted “No Child Left Behind Act” on these cases will also be discussed.

## Session Descriptions

THURSDAY, JULY 25, 2002

### **Narrowing the Education Gap:**

#### **Final Results of the Voucher Experiments in New York, Dayton, and DC**

##### **Session VII-C**

**Rhode Island**

**Thursday, July 25, 1:30-2:30**

Patrick Wolf, *Georgetown University*

A team of researchers has completed evaluations of privately-funded school voucher experiments in New York City, Dayton, Ohio, and Washington, DC. The results, chronicled in a recent book called “The Education Gap” (Brookings), suggest that switching to a private school has its clearest positive effects on the educational achievement of low-income African American students. The presentation will discuss these race-differentiated test score results as well as data regarding the admission of voucher students to private schools, the characteristics of those schools, parental satisfaction, and the effects of vouchers on racial integration and civic values.

### **Schools and Staffing: Easy as Can Be**

##### **Session VII-D**

**Pennsylvania**

**Thursday, July 25, 1:30-2:30**

Kerry Gruber, *National Center for Education Statistics*

Greg Strizek and Dan McGrath, *Education Statistics Services Institute*

This session presents the results of the 1999-2000 Schools and Staffing Survey (SASS), with a quick overview of the data and a demonstration of the new, user-friendly electronic codebook. SASS has data on public and public charter schools, teachers, principals, and school districts, among its many components.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **New York State's Next STEP in Meeting Federal Data Reporting Requirements for NCLB**

#### **Session VII-E**

**South Carolina**

**Thursday, July 25, 1:30-2:30**

James Harrison, Michele Shahan, Clara Browne, and Martha Musser  
*New York State Education Department*

The System for Tracking Education Performance (STEP) is designed to gather data to meet many reporting requirements including those of the Federal No Child Left Behind legislation as well as those of the increasingly rigorous New York State graduation requirements. STEP's flexible design allows for evolving data needs. Using Microsoft Access<sup>TM</sup> as a technical platform, school districts populate tables locally with individual student data. STEP eliminates numerous paper forms, yet collects a richer data set with more utility. STEP was developed quickly and at low cost. This presentation explains a relatively simple solution to a complex data collection need.

The presentation will address the following points:

1. Why STEP is essential now.
2. How STEP benefits the NY State Education Department and school districts.
3. Why Access<sup>TM</sup> is the platform.
4. How STEP is designed for flexibility.
5. What the long-term plan is for data collection.

### **Using Administrative Data in the eMINTS Evaluation**

#### **Session VII-F**

**Virginia**

**Thursday, July 25, 1:30-2:30**

Adam Bickford, *Office of Social and Economic Data Analysis, University of Missouri*

The results of the eMINTS (enhancing Missouri's Instructionally Networked Teaching Strategies) evaluation show that students in eMINTS classrooms scored higher on Missouri's Standardized Tests than students in other classrooms in the same schools. These students also performed higher than students statewide. This analysis relies on individual student administrative and testing records maintained by the Missouri Department of Elementary and Secondary Education and by participating school districts. This presentation describes the eMINTS program, the evaluation results, and the design and data processing issues involved in using administrative data for research purposes.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **The CCD: What It Is and Where You Can Find It**

**Session VII-G**

**Chinese**

**Thursday, July 25, 1:30-2:30**

Beth Young and John Sietsema, *National Center for Education Statistics*

The Common Core of Data (CCD) is NCES's data collection of all elementary/secondary public schools and districts. Each year the CCD collects (and reports) data on schools, districts, students, staff, federal program participation, graduates, dropouts and more! A general overview of what the CCD is and what it collects will be discussed. We will also show you where to get all this great data on our Web site.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

**Concurrent Session VIII  
2:45 – 3:45**

### **Statewide Data Collection Via the Internet**

#### **Session VIII-A**

**Senate**

**Thursday, July 25, 2:45-3:45**

Karen Cornwell, *Texas Education Agency*

PEIMS EDIT+ is a web-based application developed by Public Education Information Management System (PEIMS) for collecting statewide school district data by the Texas Education Agency. EDIT+ is used by districts, through their Education Service Centers (ESCs) to ensure that data reported meets the PEIMS Data Standards established by TEA. The EDIT+ validation and editing process provides data transfer, validation, and reporting for the state's ESCs, districts and schools. The presentation will focus on the capabilities, issues and benefits of this business application.

### **The Economic Returns to Individual Attributes for Those In and Outside the Teaching Profession**

#### **Session VIII-B**

**State**

**Thursday, July 25, 2:45-3:45**

Dan Goldhaber, *University of Washington/The Urban Institute*

In this paper, we explore the structure of compensation of K-12 school teachers relative to the general labor market. Using the Baccalaureate and Beyond Longitudinal Study, we estimate wage regressions for public and private sector school teachers as well as those employed outside the teaching profession. We account for self-selection into occupation using the Heckman two-step correction where occupational choice and wages are treated as endogenous. We find substantial differences in the returns to attributes in and outside the teaching profession. Controlling for self-selection, the structure of salaries in teaching is such that individuals with stronger academic skills and technical backgrounds face greater opportunity costs to enter the teaching profession.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **Pennsylvania's SIF Project: An Update**

#### **Session VIII-C**

**Rhode Island**

**Thursday, July 25, 2:45-3:45**

Judith Barnett, *Central Susquehanna Intermediate Unit*

Sheri Rowe, *Pennsylvania Department of Education*

Tim Magner, *Schools Interoperability Framework*

The Pennsylvania Department of Education (PDE) has received an NCES grant to conduct a pilot data collection program using concepts from the Schools Interoperability Framework. In partnership with the Central Susquehanna Intermediate Unit, a regional educational service agency, PDE will be conducting a data collection from selected school districts into a data warehouse, from which selected State reports will be generated. The session will provide an overview of the project and a discussion of its current status. A question and answer period will follow the presentation.

### **A Turn Around in How We Turn Around Test Scores**

#### **Session VIII-D**

**Pennsylvania**

**Thursday, July 25, 2:45-3:45**

Glynn Ligon, *Evaluation Software Publishing*

Jack Grayson, *American Productivity and Quality Center*

Industries have reduced cycle time to benefit both businesses and customers while most education data still take too long to collect and report. Education's cycle time for assessments is poor—errors, delays, reruns, and hard-to-use reports. No Child Left Behind mandates timely and useful assessment reports, and challenges states to publish AYP and report cards with speed and quality. CCD, NCLB, AYP, and NAEP will be discussed regarding application of best practice from business to reduce cycle time and increase data quality. Discussion will focus on follow-up activities to improve cycle time and data quality.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **Seeking Grants and Securing Funding for Performance Measurement**

**Session VIII-E**

**South Carolina**

**Thursday, July 25, 2:45-3:45**

Randell Stout, *Kansas State Department of Education*

Beginning with an overview of the current status of Federal and other philanthropic funding programs supporting education, this workshop will offer participants an opportunity to identify particular functions within data collection systems and performance measurement processes that can be supported by grant funding. Benchmarking, designing new assessment systems, and addressing equity and accessibility concerns will all require both initial and ongoing sources of funding. Where will States and school districts find these new funds? How will they maximize competitive advantages from existing systems in the rapidly evolving IT environment to secure new funding? What approaches work best when requesting funds for data collection and performance measurement? These and other questions form the basis for a technical assistance session to support workshop participant's efforts to secure funding for data collection priorities.

### **Nebraska STARS: School Based Teacher-led Assessment and Reporting System**

**Session VIII-F**

**Virginia**

**Thursday, July 25, 2:45-3:45**

Pat Roschewski and Robert Beecham, *Nebraska Department of Education*

Nebraska believes that decisions about whether students are meeting standards should be made by classroom teachers not by an external state test. Nebraska's approach to assessment and accountability supports local school districts in their efforts to establish learning targets, measure those targets, report the results and use them for school improvement. Nebraska's "State of the Schools Report" Web site was developed to assist districts in these efforts. This session will showcase the Web site and illustrate how a State can collect performance data for two purposes: school improvement and public accountability.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **New Common Core of Data (CCD) Query Tool**

**Session VIII-G**

**Chinese**

**Thursday, July 25, 2:45-3:45**

Carl Schmitt and John Sietsema, *National Center for Education Statistics*

The National Center for Education Statistics has developed a new tool to query the CCD data on the Web. The CCD data files (School, School District, State non-Fiscal, and the State Fiscal files) can be accessed as part of an integrated Web database. This gives online interactive access to all the data in all the CCD files over multiple years.



## Session Descriptions

**THURSDAY, JULY 25, 2002**

**Concurrent Session IX  
4:00 – 5:00**

### **Using Existing Data for NCLB**

**Session IX-A  
Thursday, July 25, 4:00-5:00**

**Senate**

Amy Kuhlmann and Arie van der Ploeg, *North Central Regional Educational Laboratory*

No Child Left Behind (NCLB) asks education stakeholders to use data to make decisions about the future of education at the level of the local practitioner and in the policy arena at the State level. The complexity of the new data needs is enormous; the new data elements and data sets that appear to be required pose serious technical challenges.

This session will show you how to make use of extant datasets from States, NCES, and other sources to build scenarios and test assumptions given NCLB requirements, by using simple, readily understandable, broadly applicable graphical methods that speak well to policymakers and practitioners at state and local levels. Get a jump-start on your data-driven decisionmaking for NCLB.

### **Heterogeneity and Endogeneity in the Teacher Pay and Performance Relationship**

**Session IX-B  
Thursday, July 25, 4:00-5:00**

**State**

Sherrilyn Billger, *Illinois State University*

I use data from the Schools and Staffing Survey and the School District Data Book to investigate teacher pay and performance in private secondary schools. Quantile regression results reveal variation in the impact of teacher performance (e.g., experience, after-school work, and master teacher status) on pay. I also find that private certification improves starting salaries, and schools with merit pay programs offer higher maximum salaries. In addition, teacher pay and student performance (e.g., college application rates) appear positively correlated, particularly at low-paying and poor-performance schools. Controlling for this apparent endogeneity with 2SLS and 2SLAD reveals no lasting relationship between maximum salaries and college application rates.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **Using State Test Scores for Policy Research**

#### **Session IX-C**

**Rhode Island**

**Thursday, July 25, 4:00-5:00**

Don McLaughlin and Victor Bandeira de Mello, *American Institutes for Research*  
Craig Jerald, *The Education Trust*

American Institutes for Research has created a longitudinal school-level State assessment score database of 80,000 public schools, merged with CCD, to support graphic comparisons of test scores, gains, gaps, demographics, and program participation. The database has many uses for program and policy assessment at State and national levels, and through CCD links, it adds value to NCES surveys such as NAEP and SASS. The potential for policy relevant analyses underlines the value of accurate and complete CCD information on schools and districts.

### **District Fiscal Policy and Student Achievement: Evidence From Combined NAEP-CCD Data**

#### **Session IX-D**

**Pennsylvania**

**Thursday, July 25, 4:00-5:00**

Gary Huang and Binbing Yu, *Synectics for Management Decisions*

We analyzed 1990, 1992, and 1996 NAEP 8<sup>th</sup> grade mathematics national assessment data in combination with corresponding years' district data from CCD. After sample modifications, we used hierarchical linear modeling to estimate the relationships of student achievement to two district fiscal policy indicators, current expenditure per pupil (CEPP) and districts' discretionary rates for instructional expenditure (DDR). Net of relevant district factors, DDR was found unrelated to districts' average 8<sup>th</sup> grade math performance. In contrast, CEPP was found related to higher math performance in a modest yet fairly consistent way. Future studies may need to examine individual states.

## Session Descriptions

**THURSDAY, JULY 25, 2002**

### **Pennsylvania Department of Education GIS Initiative**

#### **Session IX-E**

**South Carolina**

**Thursday, July 25, 4:00-5:00**

Gerald Hottinger and Joanne Bobek, *Pennsylvania Department of Education*  
Robert Sechrist, *Indiana University of Pennsylvania*

The Pennsylvania Department of Education received a grant from the National Center for Education Statistics to develop Geographic Information System capacity as a complement and expansion of data services. This presentation relates the activities, successes, and difficulties associated with bringing the initial GIS project to fruition. Project activities included school district boundary maps, pinpointing the locations of over 3,100 public schools in Pennsylvania, integrating existing data into a GIS environment, GIS-discovered data scrubbing, and the production of quantitative thematic maps.

### **User Based Service Quality Assessment Across Multiple Institutions: LibQUAL+™**

#### **Session IX-F**

**Virginia**

**Thursday, July 25, 4:00-5:00**

Martha Kyrillidou, Julia Blixrud, Jonathan Sousa, and Consuella Askew Waller, *Association of Research Libraries*

LibQUAL+ is an R&D project undertaken by the Association of Research Libraries (ARL) in collaboration with Texas A&M University and with financial support from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) through September 2003. LibQUAL+ is creating scalable quality-assessment tools. The LibQual+ project began as a pilot with 12 ARL libraries in spring 2000. There were over 160 libraries testing the instrument in 2002; data from more than 70,000 users were collected. The project team was recently awarded an NSF/NSDL (National Science Digital Library) grant to modify the protocol for the digital library environment.

### **Digital/Electronic Signatures**

#### **Session IX-G**

**Chinese**

**Thursday, July 25, 4:00-5:00**

Jean Sebold, *U.S. Bureau of the Census*

The presentation entails an explanation of what Digital and Electronic Signature technology is and the different ways to implement the technologies. The presentation will conclude with where NCES/Census stands as far as incorporating the technology into the existing NPEFS Internet survey.



## Session Descriptions

**FRIDAY, JULY 26, 2002**

**Concurrent Session X  
8:30 – 9:30**

### **All the Data Elements You Ever Wanted: The NCES Data Handbooks Database**

**Session X-A**

**Senate**

**Friday, July 26, 8:30-9:30**

Jinhee Lee, *Council of Chief State School Officers*  
Barbara Clements, *Evaluation Software Publishing*  
Beth Young, *National Center for Education Statistics*

Have you ever found yourself flipping through three or four data handbooks to find all the data elements that you need to build your information system? Those days may soon be in the past. Currently, there are data handbooks for various topics of the education system such as staff, student, finance, and facilities. The NCES Data Handbook Database proposes to store all handbook data elements in one database in order to promote the interrelationship of data, using the data model as the foundation. The user would be able to run a search under a topic, an entity, or a word, and the related data elements, regardless of the handbook source, would appear. Come and help shape the future direction of the NCES Handbooks.

### **Financing a Sound Basic Education in New York**

**Session X-B**

**State**

**Friday, July 26, 8:30-9:30**

William Duncombe, *Syracuse University*

The New York State Board of Regents and Commissioner of Education have identified a set of clear performance standards for students in New York State that matches the knowledge and skills they will need to function successfully as productive citizens in the 21<sup>st</sup> century. The objective of this study is to develop estimates of the costs of financing the achievement of these standards. The key tool that I employ to estimate the costs of adequacy are education cost functions and cost of education indexes. The cost function approach uses statistical methods to extract from actual data the relationship between characteristics of students, and the cost-of-living in an area and the spending required to meet different performance standards. I will compare the estimates from the cost function approach to several other methods for estimating the costs of adequacy-the empirical identification approach, and resource cost model methods. I will then illustrate how cost of adequacy estimates can be incorporated into a modified foundation state aid formula, which is best suited for meeting performance adequacy objectives.

## Session Descriptions

**FRIDAY, JULY 26, 2002**

### **Collecting Data on Campus-Community Partnerships**

#### **Session X-C**

**Rhode Island**

**Friday, July 26, 8:30-9:30**

Ella Cleveland, *Association of American Medical Colleges*

The Health Professions Partnership Initiative (HPPI) provides funding to health professions schools, and calls on them to collaborate with those institutions responsible for preparing the minority health professional students of tomorrow—i.e., K-12 school systems and undergraduate colleges. HPPI partner institutions collaborate to improve curricula, provide experiential learning opportunities, and boost academic performance of cohorts of students enrolled in each partner institution, beginning no later than the ninth grade. The data collection challenges are many. There are rich qualitative opportunities, e.g., describing the formation of the partnership, their workings, and their barriers and challenges. The quantitative challenges are overwhelming—evaluation strategies not built in to the proposals, the voluntary nature of data collection, and the longitudinal aspect of a health professions education pipeline that stretches from junior high school to medical school. This session will describe both the qualitative measures collected so far and the benchmark quantitative data still being collected.

### **United We Stand! States Consortium on Student Information Model**

#### **Session X-D**

**Pennsylvania**

**Friday, July 26, 8:30-9:30**

Sheri Rowe, *Pennsylvania Department of Education*  
Dennis Powell, *Illinois State Board of Education*

As States, we are all working feverishly to develop information and systems that will aid us in complying with No Child Left Behind, as well as the continued reporting requirements in Carl Perkins II, IDEA and other relevant Federal mandates. A consortium of States, in cooperative partnership with the U.S. Department of Education, has been formed to discuss the development of a national data model, data standards, and data definitions for a State-level student information system that will respond to those reporting requirements, sharing human and fiscal resources. This model can then be shared with other interested States to help them deliver the information necessary for their programs. The State of Illinois and the Commonwealth of Pennsylvania are co-chairing this endeavor, and a meeting of all of the participants was held recently in June 2002. This session will provide an update from that meeting on this important and timely topic.

## Session Descriptions

**FRIDAY, JULY 26, 2002**

### **Issues Involved in Developing Web-Based OLAP Reports**

**Session X-E**

**South Carolina**

**Friday, July 26, 8:30-9:30**

Levette Williams and Lynn Latimer, *Georgia Department of Education*

The Georgia Department of Education (GDOE) has expanded its use of Web-based interactive reports that utilize On Line Analytical Processing (OLAP) technology. These reports contain multiple years of data pertaining to education and enable the user to construct customized tables and graphs by selecting the variables to include and by drilling into the data to alter the level of detail. Over the last year, GDOE has increased the number of these on-line OLAP reports to include certified personnel data, dropout rates and standardized test scores. This session will feature a demonstration of these interactive reports and a discussion of those issues encountered in their development.

### **Performance Based Data Management Initiative: Overview (Part I)**

**Session X-F**

**Virginia**

**Friday, July 26, 8:30-9:30**

Hugh Walkup, *U.S. Department of Education*

The Performance Based Data Management Initiative will capitalize on current information technologies to change how ED uses data while also focusing the data to be collected on performance rather than compliance. Ultimately this initiative proposes to replace multiple data collections about State formula grant programs administered by OSEP, OESE, OVAE, and OELA, along with NCES, OCR, and PES school-level data. In their place will be a shared data repository designed to provide performance information about schools and Federal education programs. Many aspects of the initiative are already underway. Funding for the project is included in the President's proposed budget for 2004.

## Session Descriptions

**FRIDAY, JULY 26, 2002**

**Concurrent Session XI  
9:45 – 10:45**

### **Building Consensus Around Federal Data Elements**

**Session XI-A**

**Senate**

**Friday, July 26, 9:45-10:45**

Barbara Clements, *Evaluation Software Publishing*  
Veena Bhatia and Patrick Sherrill, *U.S. Department of Education*

The Education Department Office of the Chief Information Officer is coordinating a Department-wide effort to standardize data elements used in many ED data collections. This effort is expected to reduce the conflicts in how data have to be maintained for various ED program offices. This effort also is a part of an overall effort to build a coordinated Federal education information system. OCIO and contractor staff will describe the nearly completed effort to build consensus around data definitions, code sets, and formats, a process applicable to State and local districts as well.

### **Bond Ratings and Bond Insurance: Market and Empirical Analysis for School Districts**

**Session XI-B**

**State**

**Friday, July 26, 9:45-10:45**

Mary Harris, *Cabrini College*

When faced with the prospect of issuing bonds to fund extensive capital expenditures, school district officials must face a sequential decisionmaking process. The choices are whether to have a bond rated (first stage) and whether to insure the bond after receiving a preliminary rating (second stage). The third stage focuses on the significant determinants of the actual rating of the bond issue. The first and third stage can be further understood by analyzing the role of the bond rating agencies and the bond rating effect on the supply and demand of capital funds. The purchase of insurance must take into account the key players (insurance companies) and an explicit cost benefit analysis. A reference to the summary findings from a previously developed empirical model supplement this market analysis for each stage of the decisionmaking process. These empirical results are compared to national and various regional market data to further analyze the importance of the key players in this process.



## Session Descriptions

**FRIDAY, JULY 26, 2002**

### **National Survey of Characteristics of School Mental Health Services**

#### **Session XI-C**

**Rhode Island**

**Friday, July 26, 9:45-10:45**

Mary Rollefson, *Abt Associates*

Judith Teich, *U.S. Department of Health and Human Services*

This is a national sample survey of student mental health services provided in U.S. public schools to be conducted in the 2002-03 school year. Topics include types of mental health problems encountered, services provided, types and qualifications of mental health staff, arrangements for delivery of services and funding. The study will examine the distribution of these resources across schools as they vary by grade level, size, locale, and the student populations. The study is a mail self-administered survey of 2,000 elementary, middle and secondary schools. It is sponsored by the U.S. Department of Health and Human Services.

### **Coaching Data Quality Rookies: A Checklist and Tools to Pass to New Providers (Part I)**

#### **Session XI-D**

**Pennsylvania**

**Friday, July 26, 9:45-10:45**

Natalia Pane, *American Institutes for Research*

Steven Zwillinger, *U.S. Department of Education*

Three years ago the Department of Education and the American Institutes for Research developed the ED Data Quality Standards. These standards are simple, plain language standards designed for people who excel at managing services and programs, but who are not statisticians and are not used to thinking about data. We developed a checklist and other hands-on and plain language guides to facilitate the use of the standards and discussions of data quality at all levels. The Standards and associated initiatives have been recognized as exemplars by Congress, the Government Accounting Office and associates. During the session, we will review the standards, checklist and discuss strategies for getting people, not used to thinking about data, excited about making plans to improve and use their data.

## Session Descriptions

**FRIDAY, JULY 26, 2002**

### **Minnesota CLASS Web Site: Connecting Learning and Accountability for Students and Schools**

**Session XI-E**

**South Carolina**

**Friday, July 26, 9:45-10:45**

Mary Pat Olsen, *Minnesota Department of Children, Families, and Learning*

The Minnesota Department of Children, Families, and Learning, in its effort to support continuous improvement in the schools, developed a Web site for educators, parents, administrators, site teams and the public. The CLASS Web site has five sections: Standards & Assessments, Data Analysis, School Improvement, Teaching & Learning and Resources. This session will be a demonstration of the Data Analysis section that contains information about testing, demographics, financial and teacher data. Features include the ability for users to make comparisons and view clear, concise charts and data displays. They have access to test scores, passing rates, achievement levels and trends over time. It is also possible to review information for schools within or across districts.

### **Performance Based Data Management Initiative: Audience Input (Part II)**

**Session XI-F**

**Virginia**

**Friday, July 26, 9:45-10:45**

**See Session Description X-F**

## Session Descriptions

**FRIDAY, JULY 26, 2002**

**Concurrent Session XII  
11:00 – 12:00**

### **An XML Reporting Prototype**

**Session XII-A  
Friday, July 26, 11:00-12:00**

**Senate**

Dottie Shaw, *Microsoft*  
Hersh Taur, *Internosis*

Several states are participating in a U.S. Department of Education test of XML standards for transmitting Common Core of Data information and student achievement data. The result will be a database capable of generating a wide range of policy-relevant reports. This session describes the process, problems and successes, and talks about XML's potential as a data reporting standard for a multi-State data repository.

### **School Financial Reporting: GASB Update**

**Session XII-B  
Friday, July 26, 11:00-12:00**

**State**

Randal Finden, *Governmental Accounting Standards Board*

The session will cover recent development in the Governmental Accounting Board's Projects — the New Reporting Model, a New Statement on Affiliated Organizations, and a Proposed Statement on Deposit and Investment Risks.

## Session Descriptions

**FRIDAY, JULY 26, 2002**

### **Coaching Data Quality Rookies: A Checklist and Tools to Pass to New Providers (Part II)**

**Session XII-C**

**Pennsylvania**

**Friday, July 26, 11:00-12:00**

**See Session Description XI-D**

### **Data Sharing Through Web Services**

**Session XII-D**

**South Carolina**

**Friday, July 26, 11:00-12:00**

Samuel Neff, *B-Line Express*

Robert Glenn, *National Education Association*

This presentation is a non-technical review of Web services and how they apply to gathering, analyzing, and reporting education related statistical data. You will learn what a Web service is, in non-technical terms, and how it relates to existing technologies such as Desktop, Client-Server, and Web Applications, as well as what is required to set up and use a Web service. We will demonstrate how Web services can be used to gather information, analyze data, and provide input to reporting mediums. We have successfully deployed Web services for these purposes for clients including the National Education Association and Johns Hopkins University.